



# Team Teaching

- Teaching in teams has been a feature of the Learning and Teaching strategies used at Boroondara Park P.S. for many years
- All teachers at Boroondara Park P.S. are members of teaching teams.
- Research has shown that when teaching in teams is fully implemented, it leads to; "improved work climate, more frequent contact with parents, increased teacher job satisfaction, and higher levels of student achievement."
- Each level or specialist team plans together. In our team teaching situation, we implement this planning to our group of children, together.

# Positives of Teaming For The Teacher

- Teachers have the chance to hear one another's views and share ideas
- The teacher is involved in professional learning on a daily basis. The teacher is questioning her own teaching as well as learning from her teaching partner
- The teacher is exposed to different styles of planning, classroom organisation, evaluation, assessment strategies, teaching strategies
- Team teachers can discuss issues relating to students and hopefully end up with improved solutions

# Positives of Teaming For Your Child

- The cooperation that the students observe serves as a model for positive team work
- As each teacher brings a different understanding and belief to the classroom, it is a good way to keep children's attention and interest up.
- The child's eyes are opened to accept more than one opinion. It helps students blur the black and white way of thinking and therefore be a witness to creative thinking and problem solving.
- The variety of teaching styles used by each teacher can reach a greater variety of student's learning styles

# Positives of Teaming For Your Child

- Students have two human resources – two different opportunities to understand new ideas
- The larger cohort means an increased opportunity for bonds to be made among students therefore giving the student a greater opportunity to feel connected.
- Students may receive more individualised attention as there is increased time available to observe children while the other teacher is instructing and/or monitoring.
- The students in the Middle Years become more accustomed to interacting with more than one adult as will be the case in the secondary school setting.

# Positives

## What the kids from 4LC say...

- 'You make more friends.'
- 'There are a lot of kids who can help you.'
- 'It seems like the teachers have more time on their hands. So, if we have a problem, they can help us.'
- 'You can be taught in different ways'
- 'We have much more independence.'
- 'You get two teachers to help you.'



# What the children have found challenging...

- 'Remembering everyone's names.'
- 'It's a little cramped on the carpet.'
- 'We have to split up when we go to specialist classes.'
- 'It sometimes feels crowded.'
- 'Sometimes, you don't get the monitors job you want.'
- 'The classroom's bigger, so we have to clean more.'



## Challenges we have faced this year...

- It's hard work! It has increased the amount of time we spend at school.
- The time required for the initial setting up of the classroom was significant.
- The time taken to keep each other informed of all the children's progress is greater.
- Increased parent – teacher communication time as we both have a vested interest in each child.
- People do not understand how it works and they make assumptions that are not accurate.
- Getting the children out the door at the end of the day!



# Why we want to do it again...



- The children have been highly engaged and motivated in all learning activities.
- They have communicated a greater connectedness to their peers.
- They have developed friendships and working relationships across year levels, gender and abilities.
- The feedback we have been given from the children has been really positive.
- We still have some sceptics to convince!!